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Application

Instructions

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Application Details

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124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

136977 - West Harrison TLC Application Oct 2015

Teacher Leadership and Compensation System

Status: Under Review
Signature: Lyle Schwartz

Submitted Date: 2015-09-30 03:18:30
Submitted By: Lyle Schwartz

Applicant Information

Project Officer

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First Name: Lyle Schwartz
First Name Middle Name Last Name

Title:
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Program Area of Interest: Teacher Leadership and Compensation System

Fax:
Agency: Administrative Services, Iowa Department of

Organization Information

Organization Name: West Harrison Community Schools

Organization Type: K-12 Education

DUNS:
Organization Website: w-harrison.k12.ia.us
Address: 410 Pine

City: Mondamin Iowa 51557
City State/Province Postal Code/Zip

Phone: 712-646-2231
Phone Ext.

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Benefactor Vendor Number

Cover Sheet-General Information

Authorized Official

Name: Lyle Schwartz

Title: Superintendent

Organization: West Harrison CSD
If you are an individual, please provide your First and Last Name.

Address: 410 Pine Street

City/State/Zip: Mondamin Iowa 51557
City State Zip

Telephone Number: 712-646-2231

E-Mail: lschwartz@westharrison.org

Fiscal Officer/Agent

Please enter the "Fiscal Officer" for your Organization.

If you are an individual, please provide your First and Last Name.

Name*	Jane Roden		
Title	Business Manager/Board Secretary		
Organization	West Harrison CSD		
Address	410 Pine Street		
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	City	State	Zip
Telephone Number	712-646-2231		
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County(ies) Participating, Involved, or Affected by this Proposal*	Harrison County		
Congressional District(s) Involved or Affected by this Proposal*	4th - Rep Steve King (R) Congressional Map		
Iowa Senate District(s) Involved or Affected by this Proposal*	9 District Map		
Iowa House District(s) Involved or Affected by this Proposal*	17, 18 District Map		

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique POSITIVE IMPACT on minority persons.* No

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons.* No

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons.* No

If YES, present the rationale for determining no impact.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge.* Yes

Name of Person Submitting Certification.* Lyle Schwartz

Title of Person Submitting Certification* Superintendent

Recipient Information

District*	West Harrison Community School District <small>Use the drop-down menu to select the district name.</small>
County-District Number*	43-6969 <small>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.</small>
Honorific	Mr.
Name of Superintendent*	Lyle Schwartz
Telephone Number*	712-646-2231
E-mail Address*	lschwartz@westharrison.org
Street Address*	410 Pine Street
City*	Mondamin
State*	Iowa <small>Use the drop-down menu to select the state.</small>
Zip Code*	51557

TLC Application Contact

Honorific	Mr.
Name of TLC Contact*	Lyle Schwartz
Telephone Number*	712-646-2231
E-mail Address*	lschwartz@westharrison.org
Street Address*	410 Pine Street
City*	Mondamin
State*	Iowa <small>Use the drop-down menu to select the state.</small>
Zip Code*	51557

Demographic Profile

October 2014 Certified Enrollment	369
October 2014 Free/ Reduced Lunch %	45
AEA Number	13

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number*	Model 3 – Comparable Plan
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Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

West Harrison Community School District (WHCSD) has encouraged teacher leadership at all levels for many years. The Teacher Leadership & Compensation (TLC) plan is an exciting addition to education in the state of Iowa. The planning committee was made up of the WHCSD administration, teachers, business leaders, & parents. We began planning after the K-12 staff agreed that the WHCSD should proceed with the application.

The plan will further develop teacher leaders & cultivate professional growth in the district. Differentiated teacher leadership roles & professional development (PD) will provide necessary support to WHCSD instructors, lead to implementation of best practices & sustain current initiatives. The WHCSD goals that drive the TLC plan include are:

- 1.) Ensure opportunities for students and staff by making decisions based on data, research, and best practices.
- 2.) Provide collaborative professional development for staff to maintain high quality instruction that impacts students ever changing

learning needs.

3.) Educate students in engaging, thought provoking, interactive, and innovative ways to prepare them for the challenges of a globally competitive society.

4.) Create civic minded citizens that understand the needs of their community and its role in the common good for the security of our nation.

The leadership team will analyze & reflect upon multiple sources of data to drive instructional practices, such as, Iowa Assessments, teacher implementation using implementation logs, Formative Assessment System for Teachers (FAST), Cognitively Guided Instruction (CGI), curriculum data generated through vertical & horizontal alignment to the Iowa Core, Positive Behavior Intervention & Support (PBIS) data, Instructional Practice Inventory (IPI), student attendance data, self reflections, Authentic Intellectual Work (AIW) configuration maps, & weekly progress monitoring of student achievement. The TLC plan will also reward teacher professional growth & leadership with increased time & compensation.

The TLC plan will provide guidance & support for beginning teachers & career teachers. The plan will enhance instruction & allow for continued implementation of the following initiatives in place at WHCSD:

- Iowa Common Core
- CGI - Cognitively Guided Instruction
- AIW in Middle School & High School (HS)
- 1:1 Technology Integration (MS/HS)
- Mentoring & Induction

Teacher leadership will allow the above initiatives to be implemented with fidelity and will guarantee that new teaching staff will receive training in the district initiatives. Beginning & career teachers will have the assistance of a mentor & teacher leadership team to provide them support in the Iowa Teaching Standards & Criteria, ultimately leading to increased student achievement.

The WHCSD TLC plan includes the following roles within our Teacher Leadership Team:

- Instructional coach (1):
 - The basic role of an instructional coach in our TLC plan is to provide differentiated support to teachers in math, reading, student engagement, & classroom management amongst others, as aligned to the Iowa Common Core & Iowa Teaching Standards. This coach will support all teachers in building their teaching skills, analyzing student achievement data, and assisting in applying new knowledge, & providing/coordinating ongoing PD.
- Technology Integrationist (1):
 - Teach full time and provide support to all teachers for infusion of technology as a tool in all classrooms.
 - Researches trends, programs, best practice, and tools for classroom integration.
 - Collaborates with teachers and other teacher leaders to design technology projects, assignments, and activities that promote learning and meet the Iowa Core 21st Century Skills.
 - Models teaching strategies that infuse technology in all content areas.
- Lead teachers (3):
 - Teach full-time & serve as models of exemplary teaching practice. They will work with all teachers on co-planning, peer reviews, modeling for career teachers & mentor teachers, and will have an active role in professional learning opportunities.
- Building mentors (3):
 - Mentors will collaborate, discuss, and reflect on Iowa Teaching Standards aligned with instructor's role, including district expectations. In addition they will provide information & guidance to teachers to help take care of daily, administrative, & organizational needs. They will coordinate with the Peer Coach, other leaders and coaches to provide supports for initial and career teachers.

The teacher leadership team will be selected through a rigorous application process. It is critical to have teachers in leadership roles to cultivate a collaborative environment & culture that promotes professional growth of teachers and in turn increased student achievement. The TLC plan will be continually reviewed & evaluated using data from a variety of sources. The plan will evolve to meet

the needs of staff and students. The Iowa Professional Development Model (IPDM) will be the foundation for building teacher capacity. The instructional coach, technology integrationist, lead teachers, & mentors become the teacher-leaders & step into the planning & delivering of PD as aligned to the Iowa PD Model, Iowa Teaching Standards, & evidenced based instructional strategies. This team will play **critical roles** in the professional growth of teachers. The Instructional coach, technology integrationist, and lead teachers are to be integrally involved in both the design & the delivery of PD that aligns with curriculum, instruction, & assessment.

The WHCSD teacher leaders will have critical roles in the future, with or without the funding. The funding will help to expand what is already in place at WHCSD. The planning process has helped to define roles & expectations to increase teacher leadership and the improvement of student achievement.

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number

Model 3 – Comparable Plan

Narrative

Using Part 1 application narrative from previous application? ☐ No

Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

West Harrison is excited about the opportunity to apply for the Teacher Leadership and Compensation (TLC) grant in the third year of the program.

Information regarding the TLC application process was shared with WHCSD administrators and teachers at administration meetings, through emails, and through meetings with teachers and West Harrison Education Association (WHEA) leaders. The **administrative team was 100% in support** of moving forward with the planning process by developing a TLC committee to further study the information and to make recommendations.

TLC was shared with teachers with specific care given to the purpose of the program and the potential for increased student achievement in our district. District leaders presented TLC information and provided question/answer sessions on the TLC grant. **100% of teachers were in support** of moving forward towards securing the TLC grant following these discussions. Furthermore, **100% of parents, teachers, and administration** confirmed this support in a survey provided to all stakeholders. According to the survey, the stakeholder's vision for the TLC included three prominent themes: encouraging teachers to collaborate, providing additional support for teachers, and improving student achievement.

Teachers were given the opportunity to volunteer to be involved on the committee. Several volunteered and others were encouraged to be involved to balance all levels of the school. Eight were selected to serve. School staff made recommendations for parent and business involvement in the committee. Below is a list of committee members:

- Andrea Perry, Parent
- Maggie Rains, City Council Member
- Kathy Woodward, Parent and farmer/business owner
- Gina Birdsall, Media Specialist, Teacher
- Mary Cartmill, Elementary Teacher
- Katie Cooper, MS Teacher
- Meredith Hodgson, Elementary Teacher
- Nicole Melby, Special Education Teacher
- Olivia Puffer, School Counselor
- Tony Nunez, Interventionist
- Benjamin Nuzum, HS Teacher
- Fred Matlage, PK-12 Principal
- Lyle Schwartz, Superintendent

As the committee began to form, administrators, teachers, and parents on the committee presented information to the **School Improvement Advisory Committee (SIAC) and they were also 100% in support of West Harrison moving forward with the TLC grant.** The SIAC represents all stakeholder groups of the district, including students, parents and community/business members.

The committee met several times in the planning stages of the application process:

1. January 29, 2015
2. February 16, 2015
3. February 26, 2015 Sub-Committee at Training at AEA
4. April 8, 2015
5. April 30, 2015
6. June 9, 2015
7. July 7, 2015

Meetings that were held during the school year were held outside of the regular school day.

The committee spent a great deal of the time discussing how teacher leaders have been so important to West Harrison over the years and how we could design our plan around what has been beneficial to West Harrison.

All members of the committee worked extensively in small groups on all ten parts of the application. Time was taken early during our committee meetings to help parent committee members understand the state legislature's thoughts in passing the Teacher Leadership and Compensation program. They were actively involved in every aspect of the process. Parents and business leaders were valued for their expertise and viewpoint in the development of the framework of the WHCSD TLC plan. Parents provided specific feedback and guidance regarding teacher leadership positions and how teachers being out of the classroom will impact traditional classroom instruction. This valuable feedback reinforced the committee's discussions of including mentor teachers.

The groups who worked on each part of the application based their work on the goals and ideas that were generated during the planning group discussions. Following the group work to write each part of the application, the group shared what they had written. This was reviewed and then members of other groups read that part of the application to check for clarity and to edit as needed.

The parents and business leaders did a great job of sharing the work with their peers and expressing support for the application and implementation of the TLC program at WHCSD.

The WHCSD Board passed a resolution, 100% in support of moving forward with the TLC grant for the third year of the program.

Planning grant funds were used to enhance the process by compensating committee members for their time. This supported more meetings, including throughout the summer, to work on the application without feeling rushed to get it done as fast as possible.

Narrative

Using Part 2 application narrative from previous submission?*

No

Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)

State Goals:

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

Goals

The following measures will be used to monitor impact/effectiveness of District Program Goals:

Goal 1: Increase the retention of highly effective teachers by promoting a positive professional school environment and increasing the base salary.

Short Term Measures of Impact/Effectiveness

- Formal/informal evaluations by administration following Master Contract guidelines
- Climate and culture surveys completed by teachers

- Reduction in the number of referrals to the administration/office regarding student behaviors
- Attendance and active participation in professional development
- Number of veteran teachers in leadership roles
- AIW and CGI Classroom Implementation Profile
- Master Contract Salary Schedule
- Meeting the 8 Iowa Teaching Standards

Long Term Measures of Impact/Effectiveness

- Biennium data collection comparing 2016-2018 to 2014-2016
- Exit interview data with specific reasons for leaving the district
- Teacher portfolios

Goal 2: Provide opportunities for effective teachers to develop increased leadership roles and reward them with increased compensation.

- Currently, WHCSD has not had the financial resources to create a comprehensive teacher leadership program, the TLC grant allows us to dramatically increase teacher leadership opportunities.
- **Short Term Measures of Impact/Effectiveness**
 - 7 teacher leadership positions posted
 - Interviews by administration and TLC planning committee representatives
 - 7 teacher leaders designated to fulfill positions
- **Long Term Measures of Impact/Effectiveness**
 - Feedback from candidates and TLC planning committee on the hiring process
 - Results of teacher surveys providing feedback on job performance
 - Documented compliance with job responsibilities
 - Performance evaluation with principal based on the WHCSD Master Contract

Goal 3: Collaborate in the implementation of current professional development.

- **Short Term Measures of Impact/Effectiveness**
 - Documentation from PD, DLT, TLC planning committee, and Technology meetings
 - Self evaluation of professional growth goals
 - Active participation in professional development, including self and group reflection
- **Long Term Measures of Impact/Effectiveness**
 - Increasing type of collaboration through teacher/peer observations
 - End-of-year survey of PD and TLC programs

Goal 4: Maintain a high level of student achievement in CORE subjects by increasing the involvement of family and community.

- **Short Term Measures of Impact/Effectiveness**
 - Comparison of data collected from the following sources:
 - Iowa Assessments
 - Utilizing instructional methods to address gaps found during item analysis of Iowa Assessments
 - Concurrent enrollment and success
 - ACT participants and their scores
 - Drop-out rates
 - Semester grades and number of credits earned
 - Senior Exit Interviews
- **Long Term Measures of Impact/Effectiveness**
 - Alumni surveys
 - Minutes of SIAC meetings and recommendations from SIAC committee regarding student achievement and school culture

Goal 5: Encourage mentoring of new teachers by supporting career teachers through the TLC system.

- **Short Term Measures of Impact/Effectiveness**
 - Frequency and type of collaboration with mentor and mentee
 - Mentor/Mentee Training offered by the GHAEA
 - Mentors' teaching assignments aligns with mentees' teaching assignments
- **Long Term Measures of Impact/Effectiveness**
 - Mentee survey on effectiveness of the mentoring program bi-annually
 - Portfolio documenting sessions that mentor/mentee met

West Harrison's goals are based on our need to continually improve student learning. The following table contains the 2014-2015 Iowa Assessment data in reading, science, and math. Our data are showing inconsistencies from elementary, to middle school, to high school, when looking at proficiency.

2014-15 Reading % Proficient

3rd grade - 83%; 4th grade - 81%; 5th grade - 83%; 6th grade - 63%; 7th grade - 65%; 8th grade - 70%; 9th grade - 93%; 10th grade - 88%; and 11th grade - 75%

2014-15 Mathematics % Proficient

3rd grade - 72%; 4th grade - 81%; 5th grade - 61%; 6th grade - 70%; 7th grade - 83%; 8th grade - 61%; 9th grade - 76%; 10th grade - 88%; and 11th grade - 75%

2014-15 Science % Proficient

3rd grade - 89%; 4th grade - 88%; 5th grade - 96%; 6th grade - 89%; 7th grade - 78%; 8th grade - 87%; 9th grade - 83%; 10th grade - 92%; and 11th grade - 71%

Leadership Roles

The West Harrison Community school TLC team wants to create a plan that will enhance our current professional development focus. The team also wants to respond to the students' and teaching staffs' needs. West Harrison currently has a mentor program, members of the district leadership team, and lead teachers of AIW. All of these leadership roles are unpaid additional duties that are beyond the full time classroom and instruction. If these roles were to be paid positions, including training, and additional contract time, this would be more effective in the retention of current staff and to lead teachers and demonstrate the value these roles have on the West Harrison district.

Summary

West Harrison's district goals are aligned with the TLC grant process of attracting able/promising new teachers, retaining effective teachers; promoting collaboration among teachers; rewarding professional growth and effective teaching; and improving student achievement. Our professional development focuses on careful analysis of student data, as well as teachers' learning needs. When West Harrison enacts this program, teachers will be provided the necessary supports, like collaboration among teachers. We will attract promising teachers and retain effective teachers. All of these will increase student learning and achievement.

Using Part 3 application narrative from previous submission?*

No

Part 3 - Describe how the TLC plan will connect to, support and strengthen the district's key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)

The following are the district's current PD initiatives:

1. The Iowa Common Core is the required district curriculum and while mandated by the state, the district in the past has spent little time working on the unpacking of the Iowa Common Core (ICC).
2. Authentic Intellectual Work (AIW) is a 7-12 initiative at the WHHS. Teachers bring samples of their work, and video of their lessons, where a committee of peers collaborate to help each other strengthen their lessons, and pedagogy.
3. Mentor/Mentee program has been in place at WH for the past several years, guided by GHAEA. These courses provide a framework for the new teachers to guide them through their first two years, under the guidance of a trained and experienced mentor.
4. Cognitive Guided Instruction (CGI) is our elementary mathematics curriculum. It allows our students to use their own mathematical thinking as the basis for instruction.
5. The TIER/FAST is the literacy assessment that we administer to our K-6 grade students. In our Pre-K program, IGDIS provides literacy data. The assessments allows us to identify students who are considered to have substantial deficiency in reading or at risk of being deficient.
6. Positive Behavioral Intervention Supports (PBIS) is an initiative that will be brought to West Harrison CSD in the 2015-16 school year.

Strengthening & Sustaining Current Initiatives:

The lead teachers at WHCSD will work as a team to provide support, guidance, and increase effectiveness of educators and district initiatives. Areas of focus toward the same vision will be to enhance our education system for students, teachers, and the community. The success of the program will rely on cohesion among these areas and the alignment with our district's key improvement initiatives and greatly enhance our educational program. Additional support for professional development, student data analysis and beginning teachers make this plan an effective tool for improving teaching and learning. All teachers will benefit from additional support and this gives the district the best opportunity to improve student learning. If students are growing academically and are proficient, we know quality teaching is taking place.

Implementation Efforts: The district has spent considerable time, effort & resources to increase teacher understanding and implementation of Core concepts/skills in several ways:

1. Over the past four years, the district has made attempts to increase student achievement in the elementary level in CGI for math and now with TIER/FAST for literacy.
2. Over the same period of time, the middle/high school has utilized AIW to improve instruction. The teams meet during professional development time to review instruction and provide effective critiques that provide feedback to assist the teacher.
3. While these initiatives are important to the success of the district as a whole, there has been less effort in the past for the Iowa Common Core, and MTSS/RTI. The Teacher Leader program at WH will unify all the different programs, and provide a framework of supports for all teachers.

Implementation Research:

Based on influential research from Joyce & Showers (2002) on efficacy of staff training on knowledge & skills & their transfer to the classroom as well as from Goleman, D., Boyatzis, R., & McKee (2002), suggest that every person in every role at some point acts as a leader. Our teachers need collaboration time to expand their understanding of current district initiatives, future professional development programs and the breadth and depth of student achievement data, and with the help of teacher leaders, put action to those skills and knowledge to improve student achievement.

Teacher leaders would provide the missing training components in the IPDM. This will lead to a unified Professional Development program that will enhance teacher instruction and ultimately student achievement.

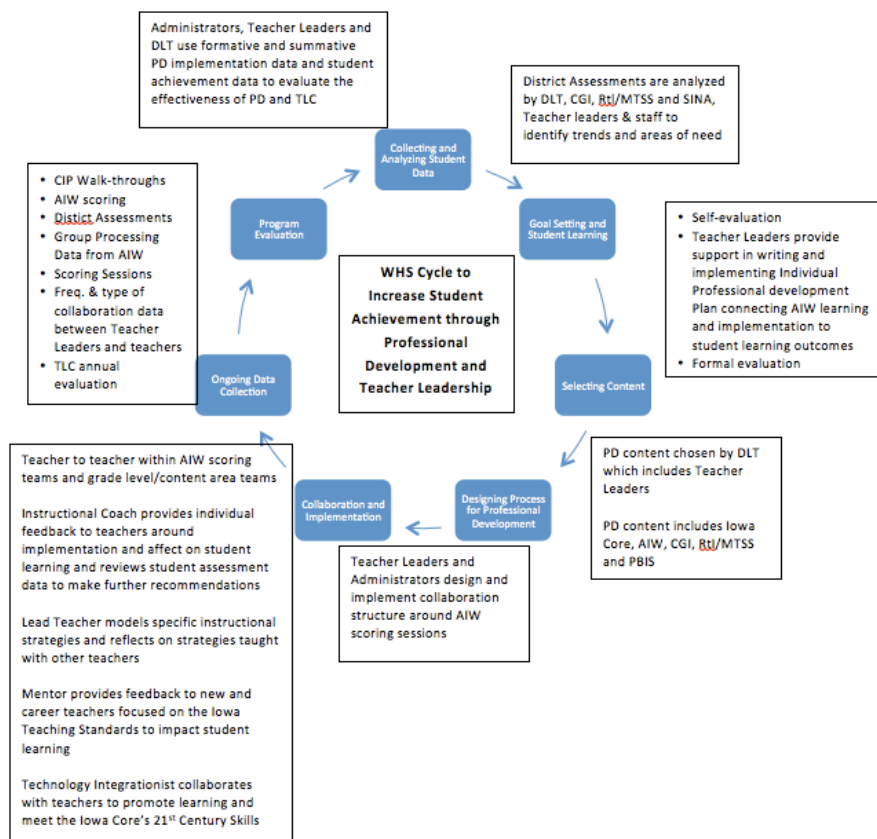
Abandoning Ineffective Practices:

With the reduction of students, staff, and funding from the legislature, the school district has limited resources to help with the number of mandatory and needed initiatives at the school. The time and resources are being spread thin, and the implementation of the TLC program will ensure that these worthwhile initiatives already in place continue to be at the front and center, and not pushed to the side and forgotten.

The WHCSD is a small western Iowa district that has limited staff and resources available to help with professional development and other needed programs. The TLC program will ensure that district professional development programs continue to be fully implemented and sustained over the life of the program.

Teacher leaders will support and share strategies and model them to teachers that need support. This will be done to help collaboration of staff through observations, demonstrations of strategies, assistance with planning, and reflection of current practices. The Teacher Leadership and Compensation plan will create a MTSS for our staff.

Making Connections: The following graph illustrates how the different teacher leader roles are connected to and support implementation of district's PD cycle:



Using Part 4 application narrative from previous submission?*

No

Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

Summary of Current Program:

Because our rural school district is comprised of five small communities, it is very important to have a plan in place for retaining new teachers. Otherwise, surrounding larger districts will appeal to those teachers entering the profession based on higher salaries and differing opportunities. The district's current mentoring and induction program consists of new teachers who are paired up with experienced teachers. The experienced teacher helps guide the new teachers by focusing on the eight teaching standards. Our district has two elementary teachers, one middle school teacher, and one high school teacher who serve as mentors. The mentees, however, are all high school teachers with the following assignments: science, Spanish, and English. Both the mentees and the mentors are required to attend the Green Hills AEA trainings in Council Bluffs that are provided throughout the year. Currently, the mentoring and induction program is based more on basic questions about how to function in the district rather than how to become a better teacher who implements the eight teaching standards.

Gaps in Current Program:

- No time outside the regular contract day to meet on a regular basis for planning and collaboration
- Few district expectations for mentors and mentees other than to attend mentoring training
- No set guidelines on becoming a mentor; most were asked by administration to fulfill this responsibility
- No local professional development model to coincide with mentoring program
- Inconvenience of mentors and mentees being in opposite ends of the building
- No familiarity of mentors and mentees different curriculum areas
- No data to monitor strengths and weaknesses of the mentoring program
- No administration involvement other than at the beginning and end of the year
- More new teachers at the high school level than experienced teachers

At the end of the 2014-2015 school year, the district only lost one of its five beginning educators due to reassignment of teaching duties. The other four mentees found the Mentoring and Induction Program very helpful and agreed that it had an impact on their decision to stay in the district more than one or two years.

New Mentoring & Induction Program:

The district will have two mentor teachers. Mentors should be somewhat in close proximity of their mentees. Interested individuals in obtaining this leadership position should apply to the selection committee and should be teachers who have been successful in the district for at least three years. Selected mentors must attend the AEA trainings to better understand their leadership roles with their mentees. Also, the mentors should meet with the mentees before school begins to answer questions pertaining to the school district's expectations, initiatives, and procedures. The goal of the Mentoring and Induction Program will be to assist new teachers with both professional and personal questions, so they will be retained in the school district, which gives students a sense of security. The mentor may also assist career teachers as they work to implement PD initiatives and meet teaching standards.

Leadership Responsibilities:

- *Collaborate and plan lessons with the mentee
- *Collect formal and informal data to evaluate the effectiveness of the program
- *Assist mentee with portfolio artifacts of the eight teaching standards
- *Observe and videotape mentee lessons with post reflective discussions
- *Collaborate with other mentors to evaluate the program and make improvements to assist mentees with classroom management and instruction
- *Formally meet with mentee biweekly and informally meet on an as needed basis with proper documentation of each meeting

The mentor teacher will provide time to observe and to give feedback in advising the mentee on how to accomplish implementing the eight teaching standards.

The mentor teacher will work with staff members serving in other leadership positions to assist the mentee with improving his or her teaching abilities.

The mentor teacher will meet with the administration to provide formative and summative data collection that will be useful for the mentoring program.

The mentor teacher will collaborate with the mentee to meet the goals of the induction program and relate them to the district's professional development.

Under this improved program, the desired outcome is that a strong mentoring program will provide support to retain new teachers and allow other leadership positions to offer assistance in helping beginning educators reach their full potential in providing a quality education for all students.

Narrative

Using Part 5 application narrative from previous submission? No

Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)

Please include the following information in your narrative:

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

The West Harrison TLC system will have 7 of 28 teachers in a leadership role, which is 25% of district teachers:

Leadership Positions	# in district	% of time engaged in student	% of time performing teacher leader duties	% of time performing instruction
Instructional Coach	1	0%	100%	
Technology Integrationist	1	100%	0%	
Lead Teacher	3	100%	0%	
Mentor Teacher	2	100%	0%	

The 4 leadership roles are designed to each play a significant and specific role in ensuring that all components of the IPDM are in place. These leadership roles will be integrated with current PD initiatives to provide support and increase effectiveness of those structures. Current PD initiatives include the following: AIW, CGI, Common Core, mentoring and induction, and 32 hours of PD.

The leadership roles will help to ensure that data collection serves as a guide for district-wide PD, to increase the overall implementation of PD initiatives, to support teachers to meet and build upon professional learning goals, and to reflect on current practices and initiatives to improve student achievement.

TLC funds used to support teacher leaders will be used to hire 1 teacher to replace the instructional coach, serving a full-time leadership role. Funds will also be used to provide substitute coverage for teachers in leadership roles as they work to expand PD initiatives through continued PD opportunities.

Instructional Coach

- Utilizes research-based strategies.
- Is aware of transition from grade-to-grade instruction.
- Models strategies for teachers.
- Builds trust with classroom teachers to create a meaningful, collaborative relationship.
- Addresses common concerns in a professional development atmosphere.
- Teaches learning strategies to struggling students in a specific academic area.
- Spends time in classrooms to observe teacher instruction.
- Directs colleagues to the model teacher for exemplary instructional examples.

Lead Teacher

- Is a full-time teacher in his or her own classroom.
- Other teachers observe him/her modeling specific instructional strategies.
- Teaching is completely aligned to the Common Core.
- Frequently assess how classroom teachers are meeting the Common Core Standards.
- Utilize research-based strategies.
- Meet with teachers for reflection on strategies taught.
- Spends time in classrooms to observe teacher instruction.

Mentor Teacher

- Is a full-time teacher in his or her own classroom.
- Provides support for teachers in their first or second year of teaching.
- Meets with mentee(s) to discuss goals, daily routines, classroom management, teaching strategies, etc.
- Observed for their teaching techniques within the classroom.
- Refers their mentee(s) to Model Teacher and Instructional Coach For advice in teaching strategies.

Technology Integrationist

- Plays a leading role on the district's technology committee.
- Researches trends, programs, best practice, and tools for classroom integration.
- Plans and provides individual and small group technology training.
- Collaborates with teachers and other teacher leaders to design technology projects, assignments, and activities that promote learning and meet the Iowa Core 21st Century Skills.
- Models teaching strategies that infuse technology in all content areas.
- Demonstrates and promotes the appropriate and ethical use of technology.
- Models technology integration in his or her instruction.
- Observes instruction and provides feedback.
- Collaborates with the district technology director, administration, and other district personnel as needed.

Using Part 6 application narrative from previous submission? **No**

Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)

Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

Recruitment of Teacher Leaders	<ul style="list-style-type: none"> • Staff Meetings will take place with all teachers to make them aware of the benefits and opportunities for teacher leaders and TLC. • Teachers will be encouraged to apply for the open positions. • Teachers must have 3 years of experience and 1 year at West Harrison CSD. • Teacher leadership positions will be posted internally and on TeachIowa.gov website.
Selection Panel & Training	<ul style="list-style-type: none"> • All aspects of the application process will remain confidential. • Members of the selection committee will be invited by the planning team. • Selection committee will be equally represented among elementary, middle/high school teachers and administration. • Selection committee will make recommendations to the Superintendent of Schools. • Selection committee members will be provided time to familiarize themselves with the selection criteria, using rubrics to review evidence of effective practice • Selection committee will serve as an interviewing panel for prospective candidates.
Teacher Leader Application Process	<ul style="list-style-type: none"> • Each candidate will write a letter of application focusing on why he or she wants to be a teacher leader, and why it is important to improving student achievement. • Candidates will complete the application on TeachIowa.gov and submit the following information: <ol style="list-style-type: none"> 1. Resume that would reflect leadership experience. 2. Written answers to the questionnaire that will focus on leadership, professional growth and the role the teacher leader plays in our district. 3. Professional development experience with past, current, and future goals. 4. Description of a research- based initiative and how its effectiveness was evaluated. 5. Describe personal characteristics that will help you be an effective teacher leader. 6. Submit your most current Individual Career Development Plan. 7. Three letters of recommendation. <ul style="list-style-type: none"> • All materials will be screened by the selection committee, using a rubric to determine the candidates that will be interviewed for a teacher leadership position.
Teacher Leader Candidate	<ul style="list-style-type: none"> • All candidates will answer a series of questions that

Interviews	<p>were developed by the selection committee for each leadership role.</p> <ul style="list-style-type: none"> Questions were developed using the Teacher Leader Model Standards. Questions will be realistic and hypothetical situations that will reflect their ability to lead. <p>• Interviews will delve into each candidate, as he or she provides evidence of effective research-based teaching practices, and each candidate's willingness to take on the rigors of the additional learning required to be a teacher leader, for his or her particular position.</p>
Teacher Leader Scoring Matrix	<p>The 7 Domains of the Teacher Leader Model Standards will be used with their functions and exemplars as the scoring rubric for all of the materials listed in the above materials submitted.</p> <ol style="list-style-type: none"> Fostering a Collaborative Culture to Support Educator Development and Student Learning. Accessing and Using Research to Improve Educator Development and Student Learning. Promoting Professional Learning for Continuous Improvement. Facilitating Improvements in Instruction and Student Learning. Promoting the use Of Assessments and Data for School and District Improvement. Improving Outreach and Collaboration with Family and Community. Advocating for Student Learning and the Profession.
Teacher Leader Final Selection Process	<ul style="list-style-type: none"> The selection committee will review materials, interview, and thoroughly vet each candidate that has applied for a teacher leader position. The selection committee will make a recommendation to the Superintendent of Schools for a teacher leader position.
Teacher Leader Yearly Review and Reapplication Process	<ul style="list-style-type: none"> The Selection committee will review the following data for the Annual Review of Assignment of the Teacher Leader: <ol style="list-style-type: none"> They will develop a professional development plan, which will help them continue to move forward and serve as a tool of self reflection. Surveys will be utilized to provide feedback of peers in regard to their experiences working with the Teacher Leaders. Teacher Leaders will be required to provide a narrative of the strengths and areas for growth, to include a plan of growth for the coming year. The Selection Committee will provide feedback to the Superintendent of Schools regarding recommendation of Teacher Leaders for the next school year.

Following the above stated dynamic, multifaceted system we will place highly-qualified educators into leadership positions. With this in place, our District will expand and continue to transform in order to assure success for all students in the District.

Narrative

Using Part 7 application narrative from previous submission?*

No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

[Click here](#) To access the Iowa Professional Development Model page.

The West Harrison model shown below outlines how teacher leaders will be utilized to improve our current professional development program at the individual, building, and district level. When our educators focus on collecting and analyzing student data to guide instructional decisions, student engagement and achievement will increase. Therefore, our professional development plan is focused on collaboratively strengthening instructional practices grounded in the Iowa Core; integrating technology into instruction; and meeting district, building, and individual goals. Because leadership will be distributed through the building with these roles, we will be able to provide more widespread and targeted supports while working toward goals.

Components of IPDM	Teacher Leader Positions	Support for IPDM
Collecting/Analyzing Student Data	Instructional Coach	-collect & format achievement data for DLT to analyze -serve as facilitators of DLT to analyze trend data & determine student needs
	Mentor Teachers	-collect & analyze achievement data with mentees -determine student needs based on data analysis
Goal Setting & Student Learning	Instructional Coach	-facilitate DLT setting goals at district/building levels -assist teachers set SMART goals to connect PD, implementation & student learning
	Mentor Teachers	-assist mentees in setting SMART goals to connect PD, teaching standards, implementation & student learning
Designing Process for PD	Instructional Coach	-guide DLT in developing PD schedule
Training/Learning Opportunities	Instructional Coach	-coordinate building PD plans with Professional Learning Coach & principal -participate on collaborative team in monthly PD -provide training to increase understanding & implementation -coordinate teacher peer reviews
	Technology Integrationist	-research trends, programs, best practice, & tools for classroom integration
	Lead teachers	-guide collaborative teams on PD processes & implementation -model planning, implementation & reflective practice
	Mentor Teachers	-guide planning & implementation of PD with mentees
Collaboration/Implementation	Instructional Coach	-help teachers design lessons & assessment tasks & practice instructional strategies -demonstrate instruction -coordinate teachers observing lead teacher demonstrate strategies
	Technology Integrationist	-collaborate with teachers and other teacher leaders to design technology projects, assignments and activities, promote learning and meet the Iowa Core 21st Century Skills -models teaching strategies that infuse technology in all content areas
	Lead Teachers	-provide feedback on implementing strategies
	Mentor Teachers	-help mentees plan & implement strategies -demonstrate strategies in own &/or mentee's classroom -coordinate mentee observing lead teachers

		demonstrate strategies
Ongoing Data Collection (Formative Evaluation)	Instructional Coach	-provide feedback to teachers on implementing strategies -collect implementation data -assist teachers in ongoing collection of student data -use implementation & student data to plan learning opportunities
	Lead Teacher	-collect implementation data -with collaborative team collect data on barriers to implementation & gaps in understanding -use implementation & student data to plan learning opportunities
	Mentor Teachers	-give feedback to mentees of observations of implementations & meeting teaching standards -assist mentees gather student data
Program Evaluation (Summative)	Instructional Coach	-help collect & format implementation, teacher feedback & achievement data for DLT analysis -serve as members of DLT to analyze data to determine effectiveness of PD
	Lead Teacher	-help collect & analyze implementation & teacher feedback data

-One **Instructional Coach** will be available 100% of the time to support all components of the IPDM: collecting and analyzing data; goal setting based on student needs; selecting PD content, process, & learning opportunities; providing/coordinating training; supporting collaboration & implementation; collecting formative data & adjusting PD based on teachers' learning needs; & evaluating impact of PD on teacher & student learning.

-The school will have 3 **Lead Teachers** who will provide quality examples of how to approach planning, implementing high quality instruction & reflection after a lesson to support continuous improvement.

-The school will have 2 **Mentor Teachers** whose main responsibility is to support teachers new to the profession & career teachers who need assistance in meeting teaching standards & support implementing district initiatives.

-The school will have One **Technology Integrationist** whose main responsibility will be to play a leading role on the DTC; research trends, programs, best practice, & tools for classroom integration.

The District PD plan will be strengthened by the presence of Teacher Leaders. Increased support provided to teachers will further our implementation, improve our instruction & increase our students' achievement.

Using Part 8 application narrative from previous submission?*

No

Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

The following measures will be used to monitor impact/effectiveness of District Program Goals:

Goal 1: Increase the retention of highly effective teachers by promoting a positive professional school environment and increasing the base salary.

Short Term Measures of Impact/Effectiveness

- Formal/informal evaluations by administration following Master Contract guidelines
- Climate and culture surveys completed by teachers
- Reduction in the number of referrals to the administration/office regarding student behaviors
- Attendance and active participation in professional development
- Number of veteran teachers in leadership roles
- AIW and CGI Classroom Implementation Profile
- Master Contract Salary Schedule
- Meeting the 8 Iowa Teaching Standards

Long Term Measures of Impact/Effectiveness

- Biennium data collection comparing 2016-2018 to 2014-2016
- Exit interview data with specific reasons for leaving the district
- Teacher portfolios

Goal 2: Provide opportunities for effective teachers to develop increased leadership roles and reward them with increased compensation.

- Currently, WHCSD has not had the financial resources to create a comprehensive teacher leadership program, the TLC grant allows us to dramatically increase teacher leadership opportunities.
- **Short Term Measures of Impact/Effectiveness**
 - 7 teacher leadership positions posted
 - Interviews by administration, TLC planning committee representatives
 - 7 teacher leaders designated to fulfill positions
- **Long Term Measures of Impact/Effectiveness**
 - Feedback from candidates and TLC planning committee on the hiring process
 - Results of teacher surveys providing feedback on job performance
 - Documented compliance with job responsibilities
 - Performance evaluation with principal based on the WHCSD Master Contract

Goal 3: Collaborate in the implementation of current professional development.

- **Short Term Measures of Impact/Effectiveness**
 - Documentation from PD, DLT, TLC planning committee, and Technology meetings
 - Self evaluation of professional growth goals
 - Active participation in professional development, including self and group reflection
- **Long Term Measures of Impact/Effectiveness**
 - Increasing type of collaboration through teacher/peer observations
 - End-of-year survey of PD and TLC programs

Goal 4: Maintain a high level of student achievement in CORE subjects by increasing the involvement of family and community.

- **Short Term Measures of Impact/Effectiveness**
 - Comparison of data collected from the following sources:
 - Iowa Assessments
 - Utilizing instructional methods to address gaps found during item analysis of Iowa Assessments
 - Concurrent enrollment and success
 - ACT participants and their scores
 - Drop-out rates
 - Semester grades and number of credits earned
 - Senior Exit Interviews
- **Long Term Measures of Impact/Effectiveness**
 - Alumni surveys
 - Minutes of SIAC meetings and recommendations from SIAC committee regarding student achievement and school culture

Goal 5: Encourage mentoring of new teachers by supporting career teachers through the TLC system.

- **Short Term Measures of Impact/Effectiveness**
 - Frequency and type of collaboration with mentor and mentee
 - Mentor/Mentee Training offered by the GHAEA
 - Mentors' teaching assignments aligns with mentees' teaching assignments
- **Long Term Measures of Impact/Effectiveness**
 - Mentee survey on effectiveness of the mentoring program bi-annually
 - Portfolio documenting sessions that mentor/mentee met

Monitoring and Adjustment

The West Harrison Community School District will monitor and adjust its TLC plan based on the results of the above mentioned indicators. Administration will closely monitor the work of the teacher leaders and, through individual evaluations, make adjustments as needed to the TLC teacher roles and professional development plan. Initial and Career teachers will collect and compare their own data to determine growth in student achievement data.

Monitoring will take place through ongoing communication between teacher leaders & administrators. District administrators will monitor the needs of teacher leaders & provide supports to ensure their success. Documentation of the frequency & type of collaboration with teachers & mentees will drive these data-based conversations along with reflection, observation, and a continuous dialogue. Feedback received from informal conversations, surveys, & scheduled meetings with teachers & stakeholders will help to measure the impact & effectiveness of the TLC program.

Ultimately, the TLC Plan submitted by our district seeks to improve student learning. Besides state required assessments, we will measure effectiveness of teacher-leadership roles by measuring growth over the long-term using standardized, district wide assessments.

Using Part 9 application narrative from previous submission?*

No

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

Capacity to Implement and Sustain TLC Plan

West Harrison Community School District will guarantee viability of the TLC system by ensuring that each phase of the TLC plan is interconnected with the elements in our Comprehensive School Improvement Plan (CSIP) and District in Need of Assistance (DINA) Plan, and thus becomes part of

how WHCSD supports continuous school improvement. Therefore, our focus for the TLC plan has revolved around creating structures, processes, and functions that will promote change rather than just support it in the short term.

WHCSD's staff has embraced strong professional development initiatives, including the current CGI and AIW initiatives. The capacity to implement the TLC plan would be viewed as a top priority for our district because the plan is consistent with our prevailing values and norms. The TLC plan will build on our current structures to assure future success.

- West Harrison is a Cohort 5 (2011-2012) school for implementation of the AIW framework. All members of the 7-12 teaching staff participate in AIW. 25% (3) of those participants are group leaders.
- West Harrison is in its 6th year of the CGI initiative in the primary school. All members of the K-6 teaching staff participate in CGI.
- West Harrison's School Improvement Advisory Committee (SIAC) provides meaningful, routine input to guide the district.
- West Harrison's District Leadership Team (DLT) considers PD needs and initiatives and provides input for improving instruction.
- The district fully participates in the GHAEA mentoring and induction model. Currently, 4 teachers (14%) are trained as mentors or engaged in the mentor training process. Three teachers (10%) are mentees.
- West Harrison Elementary School has implemented the state's Early Literacy universal screening tools (TIER using FAST and IGD).
- West Harrison certified staff contracts include 32 hours of flexible PD time. Teachers are to use this time to ensure curriculum is aligned to the Iowa Core, to increase authentic integration of available technologies into classroom practices, to interpret or analyze data, and/or to complete any tasks aimed at increasing student achievement.
- In 2010, the District implemented a 1:1 laptop program for students in grades 9–12. Since the implementation of the 1:1 initiative, the district has provided the staff with a number of resources, including PD, to ensure authentic use of available technologies.
- The technology team is currently investigating options for updating the 1:1 initiative and extending it to the middle school.

School Improvement Efforts

The district follows the Iowa Professional Development Model (IPDM) to significantly impact the teaching and learning in our schools. Data-driven instruction, assisted by the district's 2 academic interventionists, is a key component of ensuring effectiveness of our programs. Furthermore, the district has implemented a number of initiatives to improve teaching and learning, including the following: IPI, PBIs, TESA collaboration, SSR, Intervention time, etc. The staff has been very receptive to all past PD initiatives. The district has also been very adaptive, including the implementation of a trimester system and switching to an hourly calendar.

Roles and Responsibilities of District Personnel

The TLC Program Committee, superintendent, and principal are responsible for the successful implementation of this TLC plan:

- 1) The TLC Program Committee, a group of community members, teachers, and administrators, will ensure effectiveness of the TLC program through the following goals:
 - Review and summarize stakeholder input and data on a semi-annual basis. Surveys and ongoing conversations will be used to assess program effectiveness.
 - Make semi-annual recommendations for TLC system improvement and assist in the communication of program highlights and successes.
 - Assess staff professional development using the Iowa Professional Development Model (IPDM).
 - Evaluate annually TLC job descriptions and responsibilities.
- 2) The Superintendent will review applicants and present names of teacher leader candidates to the school board; the leadership roles will be submitted to the superintendent for formal approval by the school board.
- 3) The Building Principal will serve in the following roles:
 - Ensure all teacher leader candidate applications are screened to meet the qualifications defined in the TLC grant process.
 - Review instructional coaches' logs to measure the impact of coaching interactions.
 - Review each leadership position's job description with candidates to gain clarity on what is expected and not expected of these individuals.
 - Assist teacher leaders in becoming part of the building culture so relationships can be built.
 - Organize and conduct building walkthroughs for routine observation of teacher leaders.
 - Hold periodic reflective conferences with teacher leaders to allow for reflection and feedback.
 - Serve as a liaison for the superintendent of schools, TLC program committee, and board of education regarding TLC leadership position work.

Sustainability and Funding for Program

The TLC work will strengthen consistent professional development and increase opportunities to expand professional development implementation. TLC funding will enable the school to expand its already existing focus on pedagogy and student learning.

Reductions in state funding, certified enrollment, and staff may require TLC program adjustments. These adjustments may affect staffing, materials, and professional development initiatives. Necessary adjustments to the TLC plan will be completed through the combined efforts of the TLC Program

Committee and district administration.

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.* Yes

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.* Yes

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.* Yes

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.* Yes

Applicability – the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.* Yes

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$7,852.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$23,134.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$67,594.00
Amount used to provide professional development related to the leadership pathways.	\$195.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$98,775.00

Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2014** Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number* 369.9

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation \$115,660.33

Total Allocation \$115,660.33

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00
Total Allocation Budgeted	

Total Projected Amount to be Expended	\$98,775.00
If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.	
Remaining Allocation to be Budgeted	\$16,885.33

Budget Alignment

Using Part 10 application narrative from previous application?*No

Describe how the TLC budget is aligned to the school district's goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

WHCSD has developed a proposed TLC budget as shown below. It shows an anticipated revenue of \$115,660 for FY17. Most teachers in our district exceed the minimum salary based on our combined salary schedule that includes the TSS money. A few beginning teachers fall below the minimum of \$33,500; therefore, \$7,852 of our funds needs to be used to meet the minimum salary requirement.

The budget spreadsheet below shows that we are proposing seven Teacher Leadership positions. This includes one full time instructional coach, one technology integrationist, three lead teachers, and two mentor teachers. The seven Teacher Leadership positions represent 25% of our teaching staff.

Our district has a long history of teacher leadership on an informal basis as there has been considerable administrative turnover throughout the years. This has led to significant teacher leadership over time.

Our proposed teacher leadership positions will provide structure to some of the teacher leadership that has been informally in place for some time.

These Teacher Leaders will be instrumental in achieving our vision, mission, and goals for our district and the TLC program. Specifically, they will have a direct impact on our TLC goals:

1. Improve student achievement and engagement through improved instruction with the assistance of the instructional coach using Authentic Intellectual Work, Partnerships of Comprehensive Literacy, Instructional Practices Inventory, Positive Behavior Intervention Supports.

2. Provide Professional Development (PD) that enhances instructional practices and develops teachers through reflective collaboration within the district and the state.

3. Attract and retain effective teachers, including mentoring and induction programs, and instructional and peer coaches support to implement effective strategies from district initiatives. Mentor teachers and peer teachers will be models of research based practice and provide additional support to all teachers.

4. Reward professional growth and leadership with increased compensation and enhanced career outlook.

The budget below shows the proposed allocation of additional time and the proposed compensation for each Teacher Leader position. Our plan would minimize the number of additional staff needed to backfill for Teacher Leader positions to be filled. This is important to us as we plan to maintain this program long into the future.

The majority of the money will be used to compensate the Teacher Leaders for their additional duties and responsibilities and to backfill one classroom teacher. As mentioned above, some funds need to be used to ensure all teachers reach the minimum of \$33,500 in compensation. We have also taken into account that we have more open-enrolled-out students than open- enrolled-in students. The remaining funds (\$195) will be used to provide professional development for Teacher Leaders as they assume new roles. We fully recognize this will not be sufficient for training and our TQC has

approved using funds to support the training of Teacher Leaders.

Teacher Leadership and Compensation				369.9	320		\$312.68	\$115,660.33
Estimate to get all teachers to \$33,500 mininum salary					\$7,852			\$107,808.33
Open enrolled in		11		\$3,439.48				
Open enrolled out		65		\$20,324.20				
Open Enrolled difference				\$16,884.72		Total Available to WH for TLC		\$90,923.61
Proposed Budget		Proposed FTE outside of classroom assignment	TLC Proposed Stipend	No. of Added days	Salary to Backfill TLC Positions		Total \$ required	# of TLC positions
Instructional Coach		1	\$5,500.00	10	\$50,000.00			1
Technology Intergrationist		added duty	\$2,750.00	5				1
Lead Teacher #1		added duty	\$2,750.00	5				1
Lead Teacher #2		added duty	\$2,750.00	5				1
Lead Teacher #3		added duty	\$2,750.00	5				1
Mentor #1		added duty	\$1,650.00	3				1
Mentor #2		added duty	\$1,650.00	3				1
		Subtotal Salary	\$19,800.00		\$57,852.00		\$77,652.00	7
		FICA, IPERS, LTD	\$3,334.32		\$9,742.28		\$13,076.60	
		Total \$ Required	\$23,134.32		\$67,594.28		\$90,728.60	
Professional Development							\$195.00	
Grand Total							\$90,923.60	

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